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ABSTRACT

This document presents reports on the current representation of minorities in various elements of Texas public higher education and offers recommendations for improving minority participation. The status reports are based on data supplied by higher education institutions to the Texas Higher Education Coordinating Board. Section 1 covers undergraduate recruitment, enrollment and retention of Black and Hispanic students since 1989 and reports that these groups remain significantly under-represented. Section 2 offers data on the recruitment, enrollment, retention and graduation rates of Blacks and Hispanics in graduate study and reports that these groups are still seriously under-represented. Section 3 reports on the recruitment and retention of Black and Hispanic faculty, administrators and professional staff. Section 4 briefly surveys the participation of Blacks and Hispanics on governing boards of public colleges and universities. Section 5 describes initiatives for strengthening historically Black colleges and institutions in South Texas. Section 6 reports on the participation of women, American Indians, and Asian Americans at the state's public institutions. Section 7 presents four goals and associated recommendations to enhance minority participation. Section 8 recommends specific actions for institutions, governing boards, and other bodies. Appendices list reporting requirements and schedule, the status of a federal racial discrimination case, "Adams versus Richardson," and a list of relevant officials. (JB)

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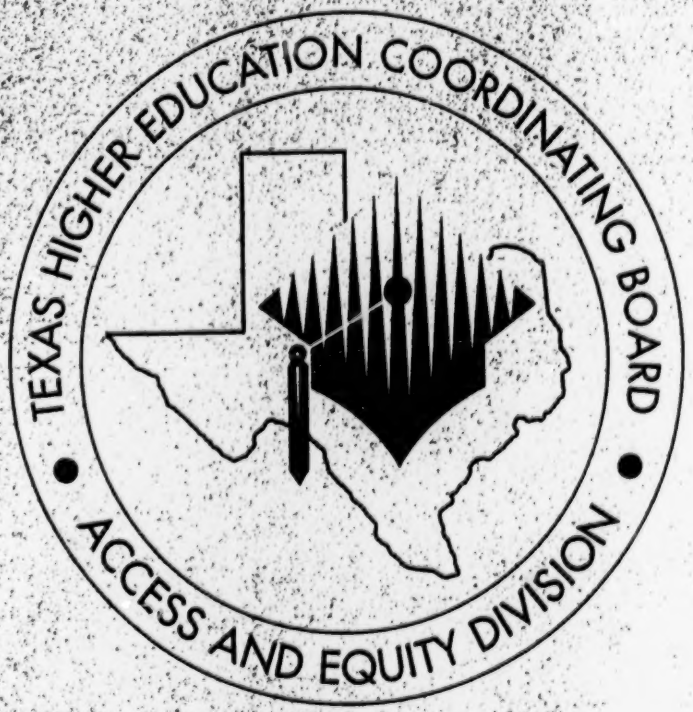
ED 378 862

Access and Equity 2000

The Texas Educational Opportunity Plan for Public Higher Education

September 1994 through August 2000



January 1994

Prepared by the Texas Plan Advisory Committee

HE 028 009

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Contents

Letter from Gov. Richards

Overview 1

Section I

Status Report: Undergraduate Recruitment, Enrollment, Retention, and Graduation of Black and Hispanic Students Since 1989 4

Recruitment and Enrollment 4

Retention and Graduation 4

Section II

Status Report: Recruitment, Enrollment, Retention, and Graduation at Graduate and Professional Schools Since 1989 6

Recruitment and Enrollment 6

Retention and Graduation 6

Section III

Status Report: The Recruitment and Retention of Black and Hispanic Faculty, Administrators, and Professional Staff Since 1989 8

Section IV

Status Report: Black and Hispanic Representation on Governing Boards of Texas Public Institutions of Higher Education 9

Section V

Initiatives for Strengthening Institutions 10

Enhancing Historically Black Institutions 10

Enhancing South Texas/Border Institutions 10

Section VI

Status Report: Women, American Indians, and Asian Americans at Texas Public Institutions of Higher Education 11

The Status of Women 11

The Status of American Indians 12

The Status of Asian Americans 12

Section VII

Goals and Recommendations 13

Goal 1: Increase the Undergraduate Graduation Rates of Black and Hispanic Students to at Least Reach Parity, at a Minimum, with the Graduation Rate of White Students 13

Recommendations 13

Goal 2: Increase the Number of Black and Hispanic Graduate and Professional School Graduates to at Least Reach Parity, at a Minimum, with the Number of White Graduates 16

Recommendations 16

Goal 3: Continually Increase the Number of Black and Hispanic Faculty, Administrators, and Professional Staff Towards Parity with Their Proportional Representation in the Population 18

Recommendations 18

Goal 4: Increase the Number of Minorities and Women on Governing Boards of Texas Public Institutions of Higher Education 20

Section VIII

Recommended Actions 21

Institutional Actions 21

Governing Board Actions 22

System Office Actions 22

Coordinating Board Actions 22

Gubernatorial and Legislative Actions 23

Section IX

Appendices

Appendix 1: Reporting Requirements 24

Appendix 2: The Adams Case 26

Appendix 3: *Access and Equity 2000* Advisory Committee Members 27

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STATE OF TEXAS
OFFICE OF THE GOVERNOR
AUSTIN, TEXAS 78711

ANN W. RICHARDS
GOVERNOR

March 18, 1993

Ms. Nancy Atlas
Chair
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, Texas 78711

Dear Ms. Atlas:

Texas' ability to compete economically with other states and nations in the future depends in large part on our ability to generate a skilled work force. To reach the state's full economic potential, this work force must include all segments of the state's population. As we have faced enormous challenges in our efforts to meet this goal, the Texas Equal Educational Opportunity Plan has helped to encourage Texas colleges and universities to increase participation of our rapidly growing minority population in higher education. To continue this initiative, I am calling on the Coordinating Board to develop a new Texas Plan to be implemented as the current plan expires next year.

Although the number of minority students in Texas' public colleges and universities continues to increase, they remain significantly underrepresented in the state's higher education institutions. Blacks and Hispanics account for 41 percent of Texas' college age population, yet students from these groups represent only 26 percent of the state's public university and community and technical college enrollment.

It is essential that the State of Texas, acting through the Coordinating Board, continue to implement effective plans for including more minorities in our colleges and universities. Higher Education leaders must develop effective policies and practices that support minority students on our campuses and make Texas public higher education institutions attractive to top minority faculty from throughout the country. In particular, higher education administrators must place their highest priority on improving minority students' enrollment, retention, and graduation rates. A key to this goal is the recruitment of

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minority faculty.

It is my hope that through this new plan, the Coordinating Board will continue to help and develop sincere and long-lasting changes which will make minority students and faculty feel welcome throughout our higher education system.

I look forward to hearing about the Coordinating Board's actions in this vital area.

Sincerely,

ANN W.RICHARDS
Governor

Overview

Access and Equity 2000: Ensuring the Future of Texas

The future economic vitality of Texas depends in large part on the state's ability to educate all of its people and to help them develop the work and social skills needed to compete with workers of other nations and states in our global economy. Emerging higher-technology industries will continue to increase the demand for a large number of high-skilled, well-educated workers. Unskilled workers, tied to the labor-intensive industries of past centuries, will face significantly lower wages and increased unemployment.

The ability of Texas and the nation to cooperate and trade with other nations will be enhanced through an appreciation for other cultures and their contributions to the world. This appreciation begins with the acceptance of diversity as it reflects the population of the state. There must be a continuing effort to increase the number of underrepresented students enrolled and the number of minority faculty, administrators, and professional staff employed at predominantly White institutions. Likewise, there is a need for a similar effort to increase the numbers of underrepresented White students and faculty, administrators, and professional staff at the state's historically minority institutions.

States and nations that fail to recognize these fundamental changes and needs and respond to them will face an uncertain economic future. They will be doomed to an outdated work force lacking the knowledge and skills needed for high wage jobs in the global economy. Their inability to keep pace with or exceed the skills of quality work forces in other regions will lead to overburdened and financially strapped governments, rising unemployment, increased poverty, and the social and economic ills that too often follow.

"Every Texan who fails to develop through post-secondary education her or his highest potential for economic success and community leadership represents an opportunity lost to enhance our future quality of life," according to the *Master Plan for Texas Higher Education, 1993*. U.S. Department of Labor statistics report that people with four years of high school can expect, on average, salaries of approximately $24,000. But people with one to three years of college earn average salaries of nearly $30,000; with four years of college, nearly $39,000; and with five or more years of college, more than $49,000. "Education unquestionably will be the state's best investment for the future quality of life of all Texans," the *Master Plan* adds.

Historically, Texas supported access to higher education by establishing undergraduate tuition rates at one of the lowest levels in any state. Now, however, there is a need to do more to ensure access.

Although Texas has met past challenges through a responsive state government and higher education community, the state's ability to meet this new challenge will require new strategies to meet an unprecedented change in the state's demographics. Blacks and Hispanics -- groups which continue to be severely underrepresented in the state's higher education system -- will make up much of the Texas work force into the next century.

Today, Blacks and Hispanics account for approximately 41 percent of the state's age 15-to-34 population, but only 26 percent of the state's public community and technical college and university enrollment. This fact was noted by Gov. Ann Richards in her request to the Texas Higher Education Coordinating Board to develop a plan for improving their participation rates in Texas public higher education.

For the purposes of this plan, the term "minority" generally refers to these Black and rapidly growing Hispanic populations identified by the Governor. Blacks and Hispanics are defined as African-American citizens and Hispanic citizens, respectively, of the United States. The status of other minority groups is assessed in Section V of this document.

An even greater percentage of students moving into the college-age group will be Black and Hispanic in the next decade, because students from these groups account for approximately half of the state's kindergarten enrollment today. Barriers that interrupt the seamless transfer of these students through grades K-12 and into higher education must be eliminated. Effective strategies for enrolling and retaining members of these groups must be implemented to ensure a competitive, quality work force for the future.

Beyond this economic need for educating its work force, Texas also faces a moral imperative to provide educational opportunities for all of its people. This moral imperative calls for effective efforts to ensure that all population groups that have been historically underrepresented in higher education -- whether through inadequate social, cultural, or financial support or through misperceptions about their educational desire and ability -- are provided the opportunities to enroll and succeed in postsecondary education. These groups also include women, American Indians, Asian Americans, the disabled, and others.

Front-line responsibility for providing higher education regardless of race, ethnicity, economic status, gender, or disability belongs to the state's institutions of higher education. Colleges and universities must take positive, strong, and productive steps to systematically increase minority recruitment, enrollment, and retention programs to achieve and maintain relative parity in higher education among all of the state's population groups. Governing boards and presidents are jointly accountable for the implementation and success of these plans on their campuses.

Political leaders must continue to acknowledge and respond to the educational needs of the state's changing demographics as well -- at every institution. Support for historically Black and Hispanic institutions should be continued and enhanced to ensure their viability.

This third Texas education opportunity plan, *Access and Equity 2000*, represents the state's continued and intensified commitment to this effort. This six-year plan provides goals, objectives, and strategies for meeting this vital challenge.

With two previous five-year plans, the State of Texas, acting through the Texas Higher Education Coordinating Board, has already taken steps aimed at increasing higher education participation among Blacks and Hispanics. Despite these efforts, Black and Hispanic representation in our colleges and universities, which should mirror their representation in the state's college-age population, has fallen short of the state's goals.

Texas' first plan for improving minority participation in Texas higher education was a federally monitored effort from 1983 to 1988. It was established under the direction of Gov. Mark White as the result of negotiations between the federal government and the State of Texas resulting from the *Adams* case. The *Adams* case dealt with the dual system of predominantly White and predominantly Black institutions rooted in the past era of segregation.

A second five-year plan -- called the *Texas Educational Opportunity Plan for Public Higher Education, September 1989 to August 1994* -- was initiated in 1988 by Gov. William P. Clements Jr. without a federal mandate. This second plan continued the efforts of the first plan.

Access and Equity 2000, a six-year plan that will take Texas into the next century, was created under the leadership of Gov. Ann Richards to continue and build upon, and not replace, previous efforts.

Access and Equity 2000 contains status reports, based on data reported to the Coordinating Board by institutions, on the current representation of minorities in various elements of higher education and offers recommendations for improving the participation of minorities in higher education. The implementation of this plan responds to many of the goals described in the *Master Plan for Texas Higher Education, 1993 adopted by the Texas Higher Education Coordinating Board.*

Access and Equity 2000 was developed by the Texas Higher Education Coordinating Board with

the help of a 20-member advisory committee representing administrators, faculty, and students of Texas public colleges and universities. Julius Becton, president of Prairie View A&M University, and J. William Wenrich, chancellor of Dallas County Community College District, co-chaired this advisory committee. Committee membership is listed in Appendix 2.

Section I

Status Report: Undergraduate Recruitment, Enrollment, Retention, and Graduation of Black and Hispanic Students Since 1989

Recruitment and Enrollment

Although an increasing percentage of Texas' Black and Hispanic[1] high school students are enrolling in the state's public colleges and universities, high school graduates from these groups continue to enroll in higher education at significantly lower rates than White high school graduates.

The proportion of Black high school graduates pursuing higher education increased from 47 percent in 1989 to an estimated 50.5 percent in 1991, and the proportion of Hispanics increased from 46.8 percent to 55.8 percent over the same period. For Whites, the proportion increased from 65.6 to 65.9 percent.

Although the proportion of Blacks and Hispanics in the student body at the state's public colleges and universities increased from fall 1989 to fall 1992, these groups remain significantly underrepresented among all students. As noted in the "Overview" section, Blacks and Hispanics together account for approximately 41 percent of Texas' 15-to-34 age population. At community and technical colleges, the proportion of Blacks increased from 9 percent to 9.5 percent and the proportion of Hispanics increased from 15 percent to 17.7 percent. The proportion of Whites decreased from 70 percent to 66.1 percent. At universities, the proportion of Blacks increased from 8.3 percent to 8.8 percent and the proportion of Hispanics increased from 13.7 percent to 16 percent. The proportion of whites decreased from 70.3 percent to 66.5 percent.

Retention and Graduation

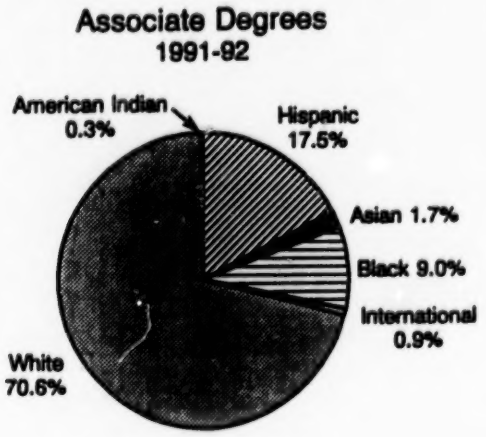
At community and technical colleges, the retention rate for Hispanics from fall semester to fall semester for first-time entering freshmen is higher than the retention rate for Whites, and the retention rate for these groups as well as for Blacks increased from 1989 to 1992. At universities, the retention rate for Blacks increased over the same period, while the rate for Whites and Hispanics decreased. Retention rates at community and technical colleges increased from 39 percent to 43.4 percent for Hispanics; from 32 percent to 35 percent for Blacks; and from 34.7 percent to 39.6 percent for Whites. At universities, the retention rate for Blacks increased from 56.8 to 59.2 percent, but decreased from 62.5 percent to 61.2 percent for Hispanics and from 67.9 percent to 67.6 percent for Whites.

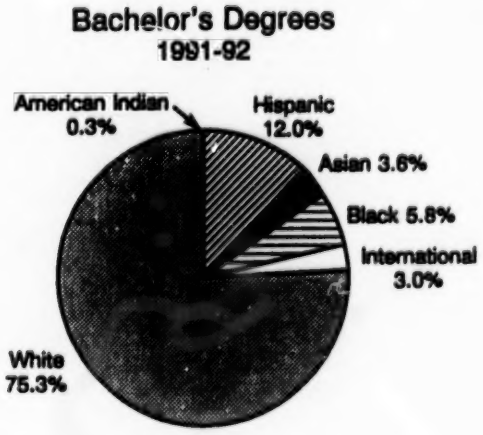
Blacks and Hispanics trail Whites significantly in the percentage of students earning degrees six years after enrolling at a university, but they earn associate degrees at public community colleges at nearly the same rate as Whites. At universities, 26.6 percent of Blacks and 35.9 percent of Hispanics who enrolled in at least 12 hours of coursework in fall 1986 had earned baccalaureate degrees six

[1]In this document, the term "Black" refers to African-Americans who are citizens of the United States. The term "Hispanic" refers to Hispanic citizens of the United States.

years later. For Whites, the figure was 52 percent. At community and technical colleges, 7.3 percent of Blacks, 8.2 percent of Hispanics, and 8.1 percent of Whites had earned associate degrees six years later.

At community colleges, graduation rates are not the only indicator of student success. Many students meet their goals by successfully completing certificate programs and individual courses.





Section II

Status Report: Recruitment, Enrollment, Retention, and Graduation Rates at Graduate and Professional Schools Since 1989

Recruitment and Enrollment

Although the number of Blacks and Hispanics enrolled in graduate schools increased by 262 students and 604 students respectively from 1989 to 1992, these groups remain severely underrepresented. In 1992, Blacks accounted for only 5.4 percent (4,070 students), while Hispanics accounted for 8.2 percent (6,207 students). The number of international students enrolled in graduate schools increased from 8,962 (13.3 percent) in 1989 to 11,217 (16 percent) in 1992.

At professional schools, Black enrollment increased by 105 students and Hispanic enrollment increased by 78 students from 1989 to 1992. Both groups remain underrepresented. In 1992, Black enrollment accounts for only 11 percent of the professional school student body. Hispanics account for 11.5 percent.

The number of international students enrolled at professional schools increased by 16 students from 1989 to 1992. This group accounted for 2.2 percent of the professional school student body in 1992.

Retention and Graduation

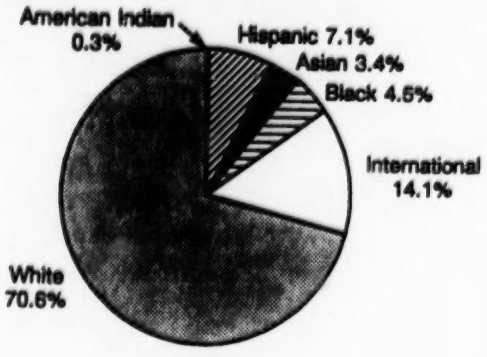
Particularly distressing is the fact that the number of doctoral degrees annually awarded statewide to Hispanic students decreased by 17 -- from 67 to 50 -- from 1989 to 1992. The number of doctoral degrees awarded to Blacks remained the same at 60. White students received 1,205 of the 1,985 doctoral degrees awarded statewide in 1991-92.

Doctoral degrees are an important milestone on the road to many research and faculty positions, and the state's inability to award more of these degrees to Blacks and Hispanics will seriously impede efforts to increase the woefully inadequate number of Black and Hispanic faculty and administrators at the state's institutions of higher education, according to data presented in *A Study of Faculty Needs in Texas, 1991-2008*. (This document is the report of the Coordinating Board's Faculty Shortages Advisory Committee to the Coordinating Board in January 1992.)

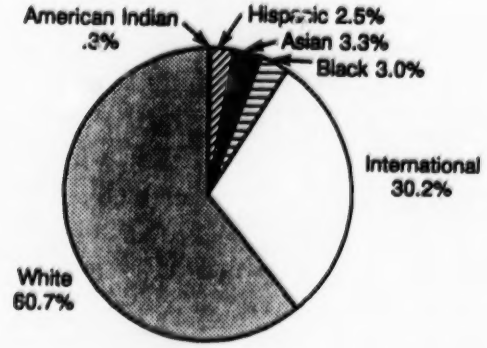
International students continue to account for a large and increasing proportion of the doctoral degrees awarded by Texas public higher education institutions. International students received 450 doctoral degrees from state institutions in 1989-1990 and 598 doctoral degrees in 1991-1992.

At professional schools, the number of degrees awarded to Blacks increased from 82 (6.7 percent) in 1989 to 118 (8.8 percent) in 1992. For Hispanics, the number of professional degrees increased from 104 (8.4 percent) to 132 (9.9 percent) over the same period. Professional degrees awarded to international students increased from 19 (1.5 percent) to 23 (1.7 percent).

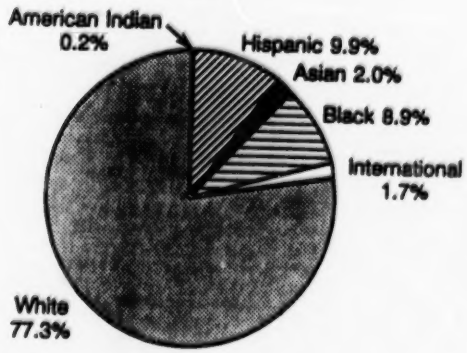
Master's Degrees
1991-92



Doctoral Degrees
1991-92



Professional Degrees
1991-92



Section III

Status Report: The Recruitment and Retention of Black and Hispanic Faculty, Administrators, and Professional Staff Since 1989

Increasing the presence and influence of faculty, administrators, and professional staff from underrepresented groups on each college and university campus can play an important role in preparing all students in Texas higher education to meet changing needs. For underrepresented students on a particular campus, the addition of faculty and administrators from similar population groups will allow a greater sense of connection and affiliation with the institution and its mission. For students from groups that are well represented on a campus, the addition of faculty and administrators from underrepresented groups can increase and enhance their ability to become more productive in the multicultural world. The enhanced awareness and appreciation of the value and contributions of diverse cultures produced through these efforts will complement the state's need to establish and maintain links with cultures throughout the world in the growing global economy.

At Texas public universities, Blacks accounted for 953 (4.2 percent) of faculty in 1989 and 1,002 (4.3 percent) of faculty in 1992. Hispanics accounted for 974 (4.3 percent) of university faculty in 1989 and 1,145 (4.9 percent) in 1992.

At community colleges, faculty included 878 Blacks (5 percent) in 1989 and 1,104 Blacks (5.5 percent) in 1992. Hispanics accounted for 1,464 (8.3 percent) of community college faculty in 1989 and 1,773 (8.8 percent) in 1992.

Since 1989 the number and percentage of Black executives, administrators, and managers dropped from 138 (5.7 percent) to 124 (4.8 percent) at Texas public universities. But the number and percentage of Hispanics increased from 135 (5.6 percent) to 187 (7.2 percent) during the same period.

At community colleges, the number and percentage of Black administrators increased from 124 (8.4 percent) in 1989 to 132 (8.9 percent) in 1991. The number and percentage of Hispanics increased as well, from 137 (9.3 percent) to 140 (9.5 percent), during the same period.

Section IV

Status Report: Black and Hispanic Representation on Governing Boards of Texas Public Institutions of Higher Education

Ten years ago, only eight Hispanics and seven Blacks served on governing boards. In fall 1993, there were 15 Blacks and 13 Hispanics on governing boards at Texas universities.

At community colleges, there were 24 Blacks and 46 Hispanics among the 391 locally elected trustees throughout the state in fall 1993. In 1989, Blacks accounted for 20 and Hispanics for 43 of 389 community college trustees.

The Texas State Technical College System in fall 1993 had one Black and two Hispanics among its nine-member governing board. In 1989, this board had no Black members and two Hispanic members.

Section V

Initiatives for Strengthening Institutions

Enhancing Historically Black Institutions

Special item funding authorized by the Texas Legislature totaled approximately $4.3 million for Prairie View A&M University and $14.9 million for Texas Southern University in the 1994-95 biennium. These amounts represent 9 percent of biennial state appropriation for Prairie View A&M and 18.3 percent of the biennial state appropriation for Texas Southern.

For Prairie View A&M, special items include approximately $1.5 million for scholarships and recruitment, $.57 million for academic and research support, $.39 million for stipends to nursing students, and $.26 million for student support and counseling services.

For Texas Southern, special items include $2.5 million for scholarships, $1 million for academic support, $.82 million for the Thurgood Marshall School of Law, $.75 million for student support and counseling services, $.48 million for scholarships, $.6 million for helping business, education, and pharmacy programs continue accreditation and support development of new degree programs, $.48 million for scholarships, and $.4 million for campus safety and security enhancements.

For the 1992-93 biennium, Prairie View A&M University received approximately $2.4 million in special items appropriations and Texas Southern University received approximately $4.8 million.

At Prairie View A&M, 1992-93 special items included nearly $1.5 million for scholarships and recruitment; $.5 million for stipends to student nurses; and $.3 million for counseling.

At Texas Southern, special items in 1992-93 included more than $1.5 million for scholarships and recruitment; $.83 million for the Thurgood Marshall School of Law; $.76 million for counseling and academic advisement; more than $1 million for helping accounting, business, education, and pharmacy programs continue accreditation; nearly $.2 million for the Mickey Leland Center for World Hunger and Peace; and $.38 million to improve the efficiency of university operations.

This third Texas educational opportunity plan, along with the previous plans, continues the state's commitment to the enhancement of Texas Southern University and Prairie View A&M University in their development of unique academic programs and facilities that attract students of all races.

The 73rd Legislature added more than $60 million to formula and special item funding for program development and authorized almost $240 million in revenue bonds to help underwrite construction and renovation projects at South Texas/border institutions. For the 1994-95 biennium, the state's all-funds appropriations to these institutions increased 28 percent over all-funds appropriations for the previous biennium. Similar appropriations for other public universities in the state increased by 7.5 percent over the same period.

South Texas/border institutions account for $476 million, or 13.4 percent, of the state's $3.087 billion all-funds appropriation to general academic institutions for 1994-95.

The 73rd Legislature also converted Laredo State University from an upper-level, two-year university to a four-year university and changed its name to Texas A&M International University. A new campus for the university, which now shares a campus with Laredo Community College, was also authorized.

Responding to the need for a two-year public community college offering a wide range of higher educational opportunities in South Texas, the Legislature voted to create the South Texas Community College District funded initially with appropriations that would have supported the Texas State Technical College extension center in McAllen. Voters have until August 2000 to confirm the creation of the district and approve a local tax base or the district is dissolved. TSTC retains a strong technical education role in South Texas through its campus at Harlingen.

Section VI

Status Report: Women, American Indians, and Asian Americans at Texas Public Institutions of Higher Education

Although *Access and Equity 2000* is directed at increasing the representation of Blacks and Hispanics in higher education, the committee studied the representation of other minority groups as well. The participation of these groups should be monitored to ensure that they are adequately represented in higher education.

The Status of Women

The Council for Women in Higher Education, established by the Coordinating Board as a result of Senate Concurrent Resolution (SCR) 52 of the 72nd Legislature, assessed the underrepresentation of women as tenure-track faculty, as presidents, and as members of governing boards in Texas public higher education.

When SCR 52 was enacted in 1991, women accounted for 32 percent of assistant professors, 21 percent of associate professors, and fewer than 10 percent of full professors. Only three of 41 university presidents and chancellors were women. Of 60 public community college presidents and chancellors, only four were women, and none of the four Texas State Technical College presidents and chancellor was a woman. SCR 52 noted that women accounted for only 24 of 108 members of boards of regents, and that a woman chaired only one of these boards. This disparity is even greater among women representing ethnic minority groups.

In *Parity 2000: Achieving Equity for Women in Higher Education*, the council reported that little progress had been made: "While women constituted slightly more than half of the undergraduate enrollments in Texas public institutions of higher education in 1989, they comprised only 27 percent of the full-time faculty at universities and 43 percent of full-time faculty at community colleges. Only about a third of the executive and senior administrative staffs of higher education institutions -- 31 percent in senior institutions and 35 percent in community colleges -- are women."

Women continue to be underrepresented on college and university governing boards as well. According to the Coordinating Board, only 12 public universities and health science centers reported women on their boards from 1990 to 1992. The number of women on these boards increased by only one member -- from 30 to 31 -- over that period.

In response to those findings, the *Parity 2000* report set forth this goal: Increase the number and proportion of women faculty members, senior-level women administrators, and women on governing boards throughout Texas public institutions of higher education. To support that goal, institutions of higher education should develop plans for ensuring gender equity and improving the campus environment for women. Plans should be updated every five years and progress reported to the Coordinating Board biennially. Institutions and the Coordinating Board should seek input on these issues from the Council for Women in Higher Education. Also, colleges and universities should establish support services for all faculty members to improve their capability for balancing work, family, and community responsibilities and allow them to become more productive employees.

The Status of American Indians

Although their number is relatively small, American Indians appear to be represented in Texas higher education at the same level as they are represented in a state college-age population. The most recent data available, for 1990-91, indicates that this minority group accounts for 0.3 percent of the state's higher education enrollment and 0.3 percent of the state's age 18-to-24 population.

By contrast, Blacks account for 13 percent of the state's age 18-to-24 population, but only 9.5 percent of higher education enrollment in the state. Hispanics account for 30.9 percent of this population, but only 17.9 percent of enrollment.

American Indians received 0.3 percent of associate degrees, 0.3 percent of bachelor's degrees, 0.3 percent of master's degrees, and 0.3 percent of doctoral degrees awarded in Texas in 1991-1992.

The number of American Indian university faculty increased from 80 (.4 percent) of faculty in 1989 to 89 (.4 percent) of faculty in 1992. At community colleges, American Indians accounted for 84 (.5 percent) of faculty in 1989 and 96 (.5 percent) of faculty in 1992.

Among university executives, administrators, and managers, there were eight (.3 percent) American Indians in 1989 and 12 (.5 percent) in 1991. At community colleges, there were five (.2 percent) American Indian administrators in 1989 and seven (.5 percent) in 1991.

The Status of Asian Americans

Asian-Americans are represented in Texas higher education at levels above their representation in a state college-age population. Asians account for 2 percent of the state's age 18-to-24 population, but 3.1 percent of the state's higher education enrollment in 1990-1991.

By contrast, Blacks account for 13 percent of that population group, but only 9.5 percent of enrollment. Hispanics account for 30.9 percent of that population, but only 17.9 percent of enrollment.

Asian-Americans accounted for 1.8 percent of associate degrees, 3.6 percent of bachelor's degrees, 3.4 percent of master's degrees, and 3.3 percent of doctoral degrees awarded in 1991-92.

The number and percentage of Asian-American university faculty increased from 913 (4 percent) in 1989 to 1,065 (4.6 percent) in 1992. At community colleges, the number and percentage of Asian-American faculty increased from 258 (1.5 percent) to 387 (1.9 percent) during the same period.

Asian Americans accounted for 22 (.9 percent) of executives, administrators, and managers at universities in 1989 and 32 (1.2 percent) in 1991. At community colleges, the number and percentage of Asian-American administrators increased from eight (.3 percent) in 1989 to 10 (.7 percent) in 1991.

Section VII

Goals and Recommendations

The primary responsibility for implementing these recommendations rests with Texas public institutions of higher education, acting through college and university presidents and governing boards and with the support of the Texas Higher Education Coordinating Board and the Texas Legislature. To ensure implementation of these recommendations, the Legislature should provide adequate funding to support them.

Goal 1: Increase the Undergraduate Graduation Rates of Black and Hispanic Students to at Least Reach Parity, at a Minimum, with the Graduation Rate of White Students.

- **Each institution should set minority enrollment and retention goals at levels that will reflect the number of historically underrepresented students with the requisite skills it requires for admission in its recruitment or "service" area.**

Every institutions should have a diverse student body, reflecting the population of the areas it serves and from which it recruits students. Minority enrollment and retention rates must be improved to produce a student body population that reflects this population, whether it be local, regional, or statewide. To improve minority enrollment and retention rates, higher education institutions should implement initiatives to improve the academic skills of minority students and encourage them to enroll in and complete college. These initiatives should complement the institutions' missions and should be developed in cooperation with public schools.

Short-term and long-ter[illegible] goals, with measurable objectives, should be established by institutions to determine the effectiveness of these efforts.

- **Identify, replicate, expand and fund statewide the proven collaborative K-12 and higher education partnerships and programs that successfully prepare and recruit minority students for college.**

Relatively small-scale pilot projects for recruiting and enrolling minority students into higher education are numerous throughout Texas. Measures that take into account the goals of these individual programs should be established to determine their success. Successful programs should be replicated and adequately funded statewide.

Funding these proven programs will require the participation and cooperation of individual institutions, the Coordinating Board, and the Legislature. Institutional initiatives and legislative appropriations should be encouraged to implement these programs.

Institutions should establish leadership teams, consisting of chief executive officers, faculty, staff, and students, to continue to develop, monitor, and improve projects and methods for overcoming barriers between secondary and post-secondary education for minority students. A key element of this effort should include improved student tracking procedures that help identify factors involved in the failure of minority students to complete academic programs. Institutions should also establish working relationships with community organizations in these efforts.

Minority recruitment and retention programs in other states should be examined to determine their effectiveness. Successful programs should be replicated in Texas.

To encourage this process, state government should consider establishing a competitive awards program for funding pilot or model programs to increase minority participation in Texas public higher

education.

- **Universities and community and technical colleges should be encouraged to establish effective articulation agreements and procedures to improve the transfer rate of minority students from the two-year institutions to the four-year institutions.**

Articulation agreements can help eliminate barriers that prevent the seamless transition from community and technical colleges to universities and graduate and professional schools. Because the state's community and technical college student body has a higher percentage of minority students than the state's universities, articulation can plan an important role in augmenting the education levels attained by minority students.

- **Simplify the student financial aid application system to improve accessibility for all students.**

Financial aid is a must for most minority students who wish to enroll in a college or university. As student tuition and fees increase, this need will increase. Unfortunately, the process for applying for many financial aid programs is tedious and cumbersome. To help students and parents understand the process, institutions should provide financial aid workshops to middle and high school students. Also, financial aid offices at many institutions appear overwhelmed during periods of peak demand for their services. Institutions, the Coordinating Board, and the Legislature should restructure the financial aid process to simplify it and better meet the needs of students as much as possible within federal laws, rules, and regulations.

- **Establish or improve programs to encourage minority students to pursue undergraduate degrees in nontraditional and priority disciplines, such as mathematics, science, and engineering.**

Minorities continue to be tremendously underrepresented in mathematics, science, and engineering, which are among disciplines designated as high priority by the Coordinating Board in 1991. (*Master Plan for Texas Higher Education, Board Action Plan, 1991-92*)

To increase their participation in these fields, community and technical colleges should implement programs to increase the number of minority students participating in Tech-Prep Programs. Tech-Prep combines the final two years of high school with work toward an associate degree in a technical field at a community college. These students should be encouraged, as appropriate, to pursue bachelor's and higher degrees at universities, through articulation agreements between two-year and four-year institutions.

Universities, especially those with strong programs in mathematics, science, and engineering, should increase efforts to offer opportunities to minority students. These efforts could include research and internship opportunities, as well as providing upper-level student mentors.

Colleges and universities should identify and fund, at substantial and meaningful levels, successful college teaching strategies, such as collaborative learning models, in these priority disciplines.

- **Encourage minority students to pursue teaching as a career.**

Minority students should be encouraged to pursue teaching careers to increase the number of minority public school educators and, subsequently, the number of minority public school

administrators. In particular, minority students should be encouraged to pursue teaching careers in science, mathematics, and engineering.

- **Implement "student ambassadorship" programs allowing minority college students at all levels to reach out to minority students at lower levels and encourage them to pursue higher education.**

Minority college and university students should be encouraged to reach out to minority students in their former high schools. College students are more likely to understand the concerns and needs of high school students, and can address them. Student ambassadors can also serve as an effective liaison between high school students and college and university administrators.

Student ambassadorship programs should be implemented at all educational levels, allowing students from one level to help recruit and retain students at lower levels.

- **Develop and maintain programs, policies, and services to assure students' progress in a hospitable environment which acknowledges, encourages, and supports diversity.**

Institutional administrators, faculty, and staff should make every effort to ensure a hospitable campus and community environment for minority students. Activities and events that impede this effort should be eliminated from campus life.

Institutions should also provide meaningful and substantial services to support minority students' academic success. Career and academic counseling, advising, and tutoring through trained counselors and faculty and student mentors should be encouraged and enhanced at all levels.

Cultural heritage concepts should be integrated into core curricula and strategic courses. Incentives and rewards should be provided for faculty who exceed expectations to integrate cultural diversity in their course requirements.

To facilitate an exchange of information regarding issues that affect students' perceptions of a hospitable environment, institutions should consider establishing a student liaison position on governing boards.

Goal 2: Increase the Number of Black and Hispanic Graduate and Professional School Graduates to at Least Reach Parity, at a Minimum, with the Number of White Graduates.

- **Recruit minority students from a broad range of undergraduate institutions, including predominantly minority institutions, through cooperative linkage and outreach programs.**

Universities offering graduate and professional degree programs should strive to recruit minority undergraduates from other institutions without advanced degree programs in similar disciplines. New or improved and regular communication between similar academic departments at these different types of institutions would encourage a seamless educational path encouraging undergraduate minority students to seek advanced degrees.

- **Implement and adequately fund student support programs to encourage minority undergraduate students to pursue graduate and professional education to completion.**

Establish student support programs, including academic and career counseling, academic advisement, and mentoring programs to ensure that the special needs of minority students are met on campuses.

Financial aid plays a vital role in allowing minority students to pursue advanced degrees. Efforts must be made to fund widespread implementation of the Minority Doctoral Incentive Program and a wide rang of similar efforts through institutional funds, private contributions, and legislative appropriations. (The Minority Doctoral Incentive Program, authorized by the 73rd Texas Legislature, is a loan forgiveness program for minority doctoral graduates who take positions as faculty or administrators at Texas higher education institutions.)

- **Implement initiatives designed to increase academic opportunities for minority students.**

Innovative approaches to promote the academic success and experience of minority students should be developed and implemented. An excellent example are the Coordinating Board's Advanced Research Program and Advanced Technology Program supplemental grants to college and university researchers who employ minority students to work on ARP/ATP-funded projects. The ARP and ATP provide peer-reviewed, competitively awarded research grants to Texas colleges and universities.

- **Ensure that the campus climate is conducive to recruiting and retaining minority students. Identify campus and community factors that positively and negatively influence the quality of life for minorities. Implement programs to enhance the positive factors and eliminate the negative factors.**

Factors that enhance the quality of life for minority students play a large role in the success of recruitment and retention efforts. Institutions should ensure a positive campus climate for minority students through a variety of efforts, such as through a campus-wide leadership team. This team should be charged with assessing the campus climate and recommending initiatives for improving the academic and social quality of life for minorities and make diversity an institutional priority.

- **Develop and implement effective methods for encouraging minorities from untapped groups to enroll in graduate and professional schools.**

Institutions should consider programs to encourage existing minority faculty and professional staff to seek advanced degrees. Cooperative programs with the private sector should be developed to encourage their minority employees to enroll and re-enroll in and complete graduate and professional degree programs.

In a democratic society, public institutions of higher education should reflect the makeup of the larger society they serve. Achieving Goals 1 and 2 are crucial for making progress toward Goal 3.

Goal 3: Continually Increase the Number and Proportion of Black and Hispanic Faculty, Administrators, and Professional Staff Towards Parity with Their Proportional Representation in the Population.

- **Each institution should set hiring goals to increase the number and proportion of Black and Hispanic faculty, administrators, and professional staff.**

These goals should be established by each institution and system, consistent with its mission, and supported by measurable objectives. Institutions should increase the diversity of their faculties and professional staffs to reflect the areas -- local, regional, or state -- they serve.

The state should consider establishing a competitive awards program to encourage institutions to seek innovative and effective methods for recruiting and retaining Black and Hispanic faculty and professional administrators.

- **Identify campus and community factors that positively or negatively influence the academic and social quality of life for minority faculty. Implement programs to enhance the positive factors and eliminate the negative factors.**

A campus-wide leadership team to study and recommend initiatives to improve the academic quality of life for minorities and make diversity an institutional priority will help assimilate minority faculty and administrators into the academic mainstream. For example, library holdings should be increased to include works related to ethnic and cultural diversity issues to expand multicultural learning and teaching opportunities. To encourage the acceptance of diversity, sensitivity-training seminars to discuss its importance and value should be conducted regularly for faculty and administrators.

To assist in the social assimilation of Black and Hispanic faculty and administrators, liaisons should be established between institutional and local civic representatives.

- **Develop job posting and hiring practices that encourage more minority applicants and increase their success rate in obtaining positions.**

Searches and recruitment efforts shall be applied nationally, as well as statewide and regionally. Salaries that are competitive with those for similar positions in other states will improve the ability of Texas public colleges and universities to recruit and retain minority faculty and professional staff.

To ensure proper consideration of minorities for positions, search committee members should identify and avoid bias against minorities in hiring practices. Institutions should consider including evidence of multicultural perspectives, experience or training as a preferred criteria for employment.

Priority should be give to the establishment of an on-line statewide job bank, financially supported by every institution, that allows job candidates to choose from a diverse list of opportunities. This system should also include on-line access to a minority job candidate registry. Institutions should develop networks to refer external minority candidates to job openings at other institutions.

- **Develop innovative approaches for developing and seeking additional or untapped sources of minority faculty and professional administrator candidates.**

Many mid-career professionals, often at the height of their productivity, are taking early retirement form corporations as the economy continues to be weak. As the private sector and the U.S. armed forces downsize, a larger market of people will be available for careers as faculty and professional administrators in higher education. Related efforts could include encouraging businesses and industries to allow their minority employees to serve as faculty.

In addition, existing minority faculty and staff could be encouraged to pursue professional development opportunities that allow them to move into professional administrative positions. This effort should include the development of mentoring relationships with senior administrators and senior faculty members.

Goal 4: Increase the Number of Minorities and Women on Governing Boards of Texas Public Institutions of Higher Education.

Ultimately, an increase in the representation of women and minorities on university and technical college governing boards can only be accomplished by the governor, whose support for this plan is crucial in many areas.

Growth in minority representation on community college boards of trustees can occur only through ballots cast by voters in their districts. But current trustees, local political leaders, and members of the public can take steps to help all voters understand and support the election of trustees that represent the ethnic diversity of the districts they serve.

Section VIII

Recommended Actions

To encourage the widespread adoption and implementation of the principles, goals, and recommendations of *Access and Equity 2000*, the Texas Plan Advisory Committee recommends these beginning points of action. Various elements of these actions are the responsibility of each public institution of higher education, the Texas Higher Education Coordinating Board, and the State of Texas.

Institutional Actions

- **Establish a committee, consisting of high-level administrators, faculty, staff, and students, to identify and respond to campus factors that positively or negatively affect recruitment and retention of underrepresented students, faculty, administrators, and professional staff on each campus.**

- **Establish a committee, consisting of high-level administrators and students, to identify problems in the financial aid process and develop recommendations for eliminating them.**

- **Establish a community advisory committee, consisting of high-level administrators, community leaders, faculty, and students to identify and respond to community factors that positively or negatively affect recruitment and retention of underrepresented students, faculty, administrators, and professional staff on each campus.**

- **Create a student advisory board, with minority representation, to consult with administrators at the highest levels and report formally to governing boards on issues affecting minority recruitment, enrollment, and retention of underrepresented students on each campus.**

- **For optimum effectiveness, establish procedures whereby access and equity officers report to administrators at the highest level.**

- **Initiate and continue dialogue among administrators, faculty, and staff to ensure their awareness of important issues concerning the participation of minorities in higher education.**

- **To encourage the acknowledgement and recognition of the benefits of diversity, conduct seminars regularly to allow administrators and faculty to discuss the importance and value of diversity.**

- **Establish collaborative efforts -- involving parents, students, community leaders, and business and industry representatives -- to develop a seamless educational system from K-12 through higher education.**

Governing Board Actions

- **Examine methods for encouraging and supporting the appointment or election of minorities to governing boards.**

- **Continue to monitor institutional compliance with *Access and Equity 2000* goals and measures.**

System Office Actions

- Establish employment goals for system offices that are consistent with the goals established for higher education institutions.

Coordinating Board Actions

- **Conduct a statewide seminar to introduce and instruct Texas public higher education institutions on the implementation of the *Access and Equity 2000* plan.**

- **Conduct conferences and seminars to increase awareness of minority issues and provide information about successful programs for increasing minority participation in higher education.**

- **Charge a new commission or committee, or an existing committee if appropriate, to develop strategies for increasing the number and proportion of minority faculty, administrators, and professional staff in Texas higher education.**

- **Establish a clearinghouse for successful minority recruitment and retention programs.**

- **Develop an on-line computerized system, available statewide, that includes 1) a list of faculty and professional administrative positions open at colleges and universities throughout the state and 2) a registry of minority job candidates.**

- **Continue efforts to seek private funds and legislative appropriations to fund the Minority Doctoral Incentive Program and related efforts.**

- **Initiate formal collaborative efforts between the Coordinating Board and the Texas Education Agency, under the direction or support of the Joint Advisory Committee; including efforts to track and analyze the graduation rates of minority and at-risk students in grades K-12 and in the first year of college.**

- **Continue participation in the activities and studies of the Council for Women in Higher Education.**

- **Continue dialogue with the leadership of the Texas Access and Equity Association.**

- **Continue efforts by Coordinating Board members, especially members of the Board's Access and Equity Committee, to visit campuses and review efforts to increase the participation of minorities in higher education.**

- **Include minority-related higher education issues in statutorily required training sessions for members of college and university governing boards.**

- **Establish employment goals for the Coordinating Board that are consistent with goals established for higher education institutions.**

- Provide information and data on minority issues in higher education at presentations to professional organizations and to college and university presidents.

- Submit the *Access and Equity 2000* plan to appropriate committees of the Texas Legislature. Ensure that the Governor, Lieutenant Governor, Speaker of the House and legislators are aware of important issues concerning the participation of minorities in higher education.

Gubernatorial and Legislative Actions

- **Encourage and support diversity on governing boards of colleges and universities.**

- **Provide substantial and meaningful funding for programs designed to increase minority participation and success in Texas higher education.**

- **Continue to support the Hinson-Hazlewood College Student Loan Program and other state financial aid programs to serve student needs.**

- **Enhance cooperation and exchange of information among legislative education committees.**

- **Maintain the viability of historically minority institutions.**

Appendix 1: Reporting Requirements

Each institution shall submit statistical and narrative reports, describing progress made under the plan, to the Coordinating Board.

Statistical reports will be due December 15 of 1995, 1997, and 1999. The Coordinating Board will provide each institution with reporting forms which will call for the following data:

1. Higher Education Staff (Fall Staff Survey) -- Statistics on the total work force by ethnicity, gender, level of employment, and salary. In addition, institutions must report on disparities between the percentages of their employees who are Black and Hispanic and the proportions of Blacks and Hispanics in that occupation in the relevant labor market.

2. Employees of State Agencies and Governing Boards for Higher Education -- Statistics, by ethnicity, gender, and level of employment, on the work forces of system offices and governing board offices.

3. Composition of Governing Boards.

4. Applications, Acceptances, and Actual Enrollments -- Statistics by ethnicity for undergraduate, graduate, professional, and other levels.

5. Financial Assistance to Students -- Statistics, by ethnicity and gender, on need-based and non need-based grants, loans, and scholarships.

6. Higher Education Staff (Supplement) -- Data on new hires, retirements, resignations, dismissals, and promotions.

The Coordinating Board will assemble other student data from its existing reporting system to reduce the number of separate reports that institutions are required to submit.

Narrative reports will be due July 15 of 1996, 1998, and 2000. Reports should indicate progress in carrying out institutional plans.

The Coordinating Board will publish summary reports in 1996, 1998, and 2000 for consideration by the Texas Legislature. Reports will be distributed to the Governor, Lieutenant Governor, Speaker of the House of Representatives, chair of the Senate Committee on Education, chair of the House Committee on Higher Education, members of the Legislative Budget Board, members of the Coordinating Board, and other interested people.

Reporting Schedule for New Texas Plan

(a) SIX YEAR PLAN	December 1, 1994		
(b) STATISTICAL REPORTS:	12/15/95	12/15/97	12/15/99
	Fall 1995	Fall 1997	Fall 1999
1. Fall Staff Survey (EEO6)	X	X	X
2. Employees of state agencies and governing boards for higher education.	X	X	X
3. Composition of governing boards.	X	X	X
4. Applications, acceptances, and actual enrollments.	X	X	X
	FY 1994-95	FY 1996-97	FY 1998-99
5. Financial assistance.	X	X	X
6. Higher Education Staff (Supplement) New hires, retirements, resignations, and dismissals.	X	X	X
(c) NARRATIVE REPORTS:	07/15/96	07/15/98	07/15/2000

Appendix 2: The Adams Case

Summary

In January of 1969, the U.S. Department of Health, Education, and Welfare (HEW) determined that 10 southern and border states operated and maintained dual systems of higher education in violation of Title VI of the federal Civil Rights Act of 1964.

In October 1970, a class action suit, styled as *Adams v. Richardson*, was filed by attorneys for the National Association for the Advancement of Colored People (NAACP) against HEW in response to federal support for segregated public schools such as colleges and universities. Judge John H. Pratt in the U.S. District Court for the District of Columbia denied HEW's motion for dismissal of the suit in June 1971.

In February 1973, Judge Pratt ruled that HEW had failed to execute its responsibilities under Title VI and that the time permitted for voluntary compliance had elapsed. HEW appealed the decision, and Judge Pratt's decision was affirmed by the appeals court, which gave HEW until June 1974 to receive acceptable desegregation plans from the states.

HEW received plans from nine states. The State of Louisiana refused to respond, and the federal Justice Department filed suit against the state. HEW accepted eight of the nine plans. The ninth plan, from Mississippi, was partially accepted.

In August 1975, the NAACP Legal Defense Fund filed a motion charging that by accepting inadequate desegregation plan, HEW had not properly complied with the court order. One month later, the Justice Department filed a motion, on HEW's behalf, claiming that the federal agency has properly exercised its authority under Title VI.

In January 1977, former federal Office of Civil Rights Director Martin Gerry said in a deposition that HEW had failed to seek effective desegregation plans. Judge Pratt granted the NAACP Legal Defense Fund's motion with regard to Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia.

With his order to HEW directing the agency to develop new guidelines for those six states, he directed that the new criteria heed the special educational needs of Blacks and Black higher education institutions, and avoid placing a disproportionate share of the implementation on those institutions. All of the states' desegregation plans were to be implemented in 1981 and 1982.

Review of the Texas Higher Education System

After studying the Texas higher education system from 1978 to 1980, the federal Office of Civil Rights (OCR) notified the State of Texas in January 1981 that Blacks were segregated and Hispanics underrepresented in student enrollment and staff at colleges and universities.

After submitting a provisional plan later in 1981 and negotiating its terms with OCR, Texas submitted a final plan in June 1983. OCR accepted the document, *The Texas Educational Opportunity Plan for Higher Education*, commonly referred to as the *Texas Plan*, to cover the 1983-1988 period.

Texas voluntarily developed and implemented a second *Texas Plan*, covering the 1989-1994 period, and follows with *Access and Equity 2000*, a third plan for taking this effort into the next century.

Appendix 3: Texas Plan Advisory Committee Members

Gen. Julius Becton, *Co-Chair*
President
Prairie View A&M University

Dr. J. William Wenrich, *Co-Chair*
Chancellor
Dallas County Community College District

Dr. Ryan Amacher
President
University of Texas at Arlington

Dr. Donna Arlton
Vice President, Academic Affairs
East Texas State University

Dr. Robert Berdahl
President
University of Texas at Austin

Dr. Deanna L. Burrell
Vice President for Student Affairs
Texas Southern University

Dr. Grace Butler
Associate Vice President for Faculty Affairs
University of Houston

Dr. Blandina Cardenas-Ramirez
Professor and Director, Southwest Center
for Values Achievement and Community
in Education
Southwest Texas State University

Dr. Leonardo de la Garza
President
El Paso Community College District

Dr. Exalton Delco
Vice President
Austin Community College

Mr. Mike Ferguson
Vice President, Fiscal and
Administrative Affairs
University of North Texas
Health Science Center at Fort Worth

Dr. Juliet Garcia
President
University of Texas at Brownsville

Dr. Tito Guerrero
Vice President for Academic Affairs
Texas A&M University-Corpus Christi

Dr. David Hinojosa
Professor of Educational Administration
Texas A&M University

Dr. Samuel Kirkpatrick
President
University of Texas at San Antonio

Dr. Robert W. Lawless
President
Texas Tech University

Dr. Dennis Michaelis
President
McLennan Community College

Mr. Brendan Mikeska
President, Texas Student Association
Sam Houston State University

Dr. Louis J. Rodriguez
President
Midwestern State University

Dr. Robert G. Wright
President, Texas Association
for Access and Equity
Assistant Vice President for Academic Affairs
Blinn College

Texas Plan Advisory Committee Staff

Dr. Betty N. James
Assistant Commissioner
Access and Equity Division
Texas Higher Education Coordinating Board

Mr. Hector Castillo
Program Director
Access and Equity Division
Texas Higher Education Coordinating Board

Dr. David Gardner
Deputy Assistant Commissioner
Research, Planning & Finance
Texas Higher Education Coordinating Board

The Texas Plan Advisory Committee recognizes Dr. Don Brown, deputy commissioner, Texas Higher Education Coordinating Board, for his valuable input; Ray Grasshoff, information specialist, Office of Governmental Relations and Public Information, Texas Higher Education Coordinating Board, for his expertise in the drafting of this document; Susan Clare, general counsel, Texas Higher Education Coordinating Board, for her legal counsel; and Dr. Beverly Salas and Karen Sayles, Office of the Governor, for their assistance.

In addition, the Texas Plan Advisory Committee values the participation and contributions of the following people:

Dr. Peggy Kruger, University of Texas at Austin
Amanda Fuhro, University of Texas at Brownsville
Casey Gonzales, University of Texas at Arlington
Julio Llanas, Texas Tech University Health Sciences Center
John Jones, Midwestern State University
Dr. Linda Whitson, University of Texas at San Antonio
Dr. Paul E. Orser Jr., Texas A&M University-Corpus Christi
Dr. Manuel Justiz, University of Texas at Austin
Dr. Adriana Barrera, El Paso Community College District

Input from Helen Gurley, Loretta Edelen, and Gloria Weathers is also appreciated.